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ABSTRACT

Tasks 5 and 6 describe the dissemination activities and a rating of the National Assessment for Educational Progress social studies exercises by members of the National Council for the Social Studies (NCSS). The dissemination activities, described in a one page report, include a special issue of the NCSS journal "Social Education," May 1974, and a special brochure. The rest of the document consists of the Task 6 report. Nine NCSS members rated the appropriateness of the social studies exercises for the 1970's. The panel rated the exercises according to the NCSS Curriculum Guidelines of knowledge, abilities, valuing, and social participation; the general desirability of the exercises based on the NCSS guidelines, and the realistic national level of performance that would satisfy the panel's professional judgement. The results for guidelines indicate a small percentage of exercises dealing with social participation, about one-fifth dealing with valuing, and a majority of 46 percent dealing with knowledge. In the general desirability category less than 10 percent of the exercises have a rating of little or some value, while two-thirds of the exercises fall in the area of general desirability. In the category of estimation on the level of performance nationally, the panel thought many of the exercises were too difficult for many students. (DE)

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DISSEMINATION -- TASK V. [AND] SOCIAL STUDIES EDUCATORS RATE THE NAEP SOCIAL STUDIES EXERCISES -- TASK VI.

FINAL REPORT

By Jean Fair and June Chapin

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FINAL REPORT ON TASK V-DISSEMINATION

The National Council for the Social Studies has carried out a number of dissemination activities.

NCSS Project members have prepared two publications. 1) A special issue of the NCSS journal, Social Education, May, 1974, went to all subscribers, who include not only NCSS members, but school libraries and curriculum centers, and college and university libraries. 2) A Bulletin will be published by NAEP through the Government Printing Office. The two were developed with somewhat different emphases. The first focused on what could be learned from NAEP of direct relation to issues live in schools. The second emphasized reporting to the profession at large on matters basic to the National Assessment in Citizenship and Social Studies.

The NCSS Project has also reported on the Citizenship and Social Studies Assessments at NCSS annual meetings: in 1973 at three general sessions and one each before the Social Studies Supervisors Association, the State Social Studies Specialists, and the College and University Faculty Assembly, all sub-groups of NCSS; and in 1974 at a general session. Reporting and discussion sessions were also set up at the 1974 annual meetings of AERA and ASCD.

NCSS is also arranging to have Final Reports available through the NCSS central office and ERIC.

Shifts in funding and a consequent train of events in NAEP had to delay the availability of Social Studies Assessment data. Much of the analysis of the findings could not be made during the formal lifetime of the Project and could not be disseminated. Hopefully more can be done in the future.

Since NCSS interest in National Assessment will continue, some further dissemination activities will also continue.

NCSS has welcomed its opportunity to work with the National Assessment of Educational Progress. That the relationship has been a productive one is a mark of the professionalism of NAEP and NCSS.

Jean Fair, Chairman
Steering Committee, NCSS Review Project

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Final Report-Task VI

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Social Studies Educators Rate the NAEP Social Studies Exercises

Purposes

How do social studies educators rate the National Assessment of Educational Progress (NAEP) social studies test exercises? To help answer this and other questions, NAEP contracted with the National Council for the Social Studies (NCSS). Representing NCSS was a steering committee with Jean Fair as chairperson. Other members of the committee were June Gilliard, Dana Kurfman, James Shaver, and Ronald Smith.

In the spring of 1973, this steering committee of NCSS selected a panel of nine social studies educators. In addition, the author was designated as chairperson with major responsibilities in designing rating sheets and processing the data.

The main purpose of the panel, a group external to NAEP, was to rate each NAEP social studies exercise on the four age levels. They dio this task by choosing the one best answer to each of the following question:

1. Into which of the main components of the NCSS Guidelines do you think the exercise best fits?

   ☐ Knowledge
   ☐ Abilities
   ☐ Valuing
   ☐ Social Participation

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2. Using the NCSS Guidelines as criteria, estimate the general desirability of the exercise.

- ☐ Little
- ☐ Some
- ☐ Moderate
- ☐ High
- ☐ Very Great

3. Realistically, what level of performance nationally for the age group being considered would satisfy you for this exercise.

Percentage Expected Correct

☐ <20 ☐ 20-40 ☐ 41-60 ☐ 61-80 ☐ >80

In exercises in which there was more than one subpart, the panel rated each subpart separately.

Rationale

One concern of NAEP was the appropriateness of the NAEP test exercises for the 1970's. NAEP had started its initial formulation of social studies objectives in 1965. To guide their effort in the formulation of social studies objectives, NAEP involved social scientists, school people, and the community. The end result of NAEP efforts was the following five major objectives for the social studies:

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1. Have curiosity about human affairs;
2. Use analytic-scientific procedures effectively;
3. Are sensitive to creative-intuitive methods of explaining the human condition;
4. Have knowledge relevant to the major issues and concerns of social scientists;
5. Have a reasoned commitment to the values that sustain a free society (1).

It appears that the NAEP social studies objectives defined the social studies as mainly a miniature version of the social sciences. Using these five social studies objectives, a contracting agency then designed test exercises representing samples of behavior from the universe of the stated objectives.

In 1971, however, the National Council for the Social Studies published its position paper entitled "Social Studies Curriculum Guidelines." (2) The committee which wrote the NCSS Curriculum Guidelines offered a somewhat different perspective of the social studies. The NCSS Curriculum Guidelines defined the social studies as essentially citizenship education with social problems emphasized as the major concern of the social studies curriculum. The NCSS position statement also advocated the importance of social participation in trying to resolve the problems confronting society. The committee which wrote the NCSS

position paper identified the following four components as essential to the social studies curriculum: (1) knowledge; (2) abilities; (3) valuing; and (4) social participation.

The NCSS Curriculum Guidelines was viewed as a stimulus and guide for schools to evaluate their existing social studies curriculum and to work for improvement. The committee members largely responsible for the NCSS Curriculum Guidelines were higher education faculty members, in their thirties, who had recently received their social studies doctorates. Compared to the NAEP objectives, the NCSS Curriculum Guidelines may reflect more of the spirit of the times and be more at the cutting edge of where social studies is in the 1970's. Considerable overlap, however, does exist between the two different sets of objectives of the NCSS and the NAEP.

To point out more precisely the relationship of the NAEP exercises to the NCSS Curriculum Guidelines, the first task of the panel members was to classify each exercise into one of the four main components stated in the NCSS Curriculum Guidelines. The panel's work on this task would give some indication of the balance of the various NAEP test exercises as compared to the NCSS framework. Schools and communities, for example,

would hardly be satisfied if almost all of the test exercises fell into just one NCSS category.

Secondly, again using the NCSS Curriculum Guidelines as criteria, the panel members were to "estimate the general desirability of the exercise." Why was this done? It would be possible for the NAEP test exercises to have a good balance of the four basic NCSS categories (knowledge, abilities, valuing, and social participation) and still be considered of little value or not in keeping with what the NCSS Curriculum Guidelines recommended. By asking the panel to rate the general desirability of the exercise into one of five categories (little, some, moderate, high, very great), it was hoped that social studies professionals could give their estimations of the general desirability of each NAEP test exercise.

Thirdly, the panel considered the question of "Realistically, what level of performance nationally for the age group being considered would satisfy you for this exercise?" Their professional judgment then could be used as a comparison with the actual levels of performance of students and adults. Unfortunately, due to delays in securing data from NAEP on actual student performance on the social studies test items, C. Benjamin Cox, the investigator assigned to this task, could not make the comparisons of the panel's ratings and the student performance.

Procedures

The nine social studies professionals and the chairperson met in the office of NAEP, April 12-14, 1973, Denver, Colorado. Their names and their professional status are listed below:

Higher Education Faculty Members

1. Y. Arturo Cabrera, Bi-Lingual Education, University of Colorado
2. Patricia Glasheen, Elementary Education Department, Rhode Island State College
3. Jan Tucker, Secondary Education Department, Florida International University

Public School Personnel

1. Charles Beaty, Social Studies Consultant, Shawnee Mission (Kansas) Public Schools
2. Lynda Falkenstein, Social Studies Consultant, Multonmah County, Portland, Oregon
3. Florence Jackson, Curriculum Supervisor, Bureau of Social Studies, New York City Public Schools
4. Roosevelt Ratliff, Curriculum Supervisor, Multi-Ethnic Studies, Tulsa Oklahoma Public Schools
5. Zada Koblas, Teacher, Minneapolis Public Schools

Doctoral Student

1. Anne Powers, full-time doctorate graduate student, University of North Carolina

What were the characteristics of the panel? Besides being a very able group with a varied geographic background, they were a relatively young groups--seven

under 45 and three under 30 years of age. The male-female ratio was about equal. In addition, one third were members of minority groups. The representation of minorities on the panel was especially important in light of some of the criticism that NAEP test exercises are not appropriate to minority groups. Professionally, the panel was heavily represented by social studies consultants and higher education personnel, but underrepresented classroom teachers.

A training session was first held using the NCSS Curriculum Guidelines and the rating forms. To insure that the panel understood the key ideas contained in the NCSS Curriculum Guidelines, an outline worksheet with the important phrases of the four NCSS categories was distributed. For example, Social Participation was quoted on the worksheet as follows:

Social Participation

> Extensive involvement by students ...in the activities of their community
>
> ...may take the form of political campaigning, community service or improvement, or even responsible demonstrations
>
> ...commitment in the social arena

Released NAEP citizenship test exercises were then used as sample exercises. Each member of the panel rated the sample question privately and then a discussion followed on the group's rating. An example of a sample

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citizenship exercise is as follows:

A. Have you ever spoken out in a public meeting to defend someone or some idea? (Yes, No)

However, in working some sample exercises, individual members of the panel disagreed at times with the majority opinion. Jan Tucker, who had served as one of the four members of the NCSS position paper on Curriculum Guidelines and also was a member of the panel reviewing the NAEP social studies exercises, assisted in interpreting the NCSS Curriculum Guidelines. His comments were extremely helpful, but did not completely resolve all questions.

The differences inthe panel members' ratings may be due to the ambiguity in meaning found in the NCSS Curriculum Guidelines, different interpretations of meaning in the test exercises, and individual differences among the raters. For example, in the sample exercise just given, panel members may have different interpretations of what a public meeting is. Does a public meeting include student council meetings or do public meetings usually only include adults? The differing interpretations of the term may then influence the panel's responses, especially with regard to what level of performance would satisfy them at the different age levels.

After the training session, the raters proceeded at their own pace. The test exercises were only identified

by a code number and the panel did not know what objective the test exercise was originally designed to represent.

Results

The panel rated each test exercise for each of the three tasks. Each panel member literally made over 1,000 ratings since many test exercises had sub-parts. The data of the panel were processed. The computer print-out, totaling 2,992 pages, consisted of a histogram as well as the mean and standard deviation for each of the three tasks on every single test exercise.

In the classification of the test exercises using the four main components of the NCSS Curriculum Guidelines, the panel placed the NAEP social studies exercises in the following categories (Table 1).

What interpretation can be made of the panel's classification using the four categories of the NCSS Curriculum Guidelines? Striking is the very small percentage of test exercises that were placed into the "Social Participation" category. This may be partly explained by the fact that NAEP is also responsible for assessing the area of citizenship. If the panel had also rated the citizenship exercises, the category "Social Participation" may well have increased. An examination

Table 1. Summary of NAEP Social Studies Exercises Classified by NCSS Guidelines

NCSS Component	Percentage	Number of Observations
Knowledge	46%	1,555
Abilities	31%	1,041
Valuing	19%	646
Social Participation	2%	53
No Response	2%	71
Total	100%	3,366

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of the released citizenship exercises would appear to support this claim. However, the panel's ratings probably do give some indication of NAEP's view of the social studies. "Social Participation" is not stressed in the NAEP social studies test exercises.

According to the panel's ratings, "Abilities" plus "Valuing" equaled about one-half of the social studies exercises with the "Knowledge" category receiving the other half. Many may be very pleased that the NAEP social studies exercises, according to the panel, do devote about one-fifth of their total to "Valuing." An important question is if the knowledge category is too high. In practice, the testing programs of most schools probably devote a much higher percentage of test exercises to the "Knowledge" category. Many teachers and the public may be very satisfied with the amount of attention devoted to the "Knowledge" category.

Using the NCSS Curriculum Guidelines as criteria in estimating general desirability of the exercises, the panel rated the exercises in the following categories (Table 2).

Table 2. Summary of NAEP Social Studies Exercises Classified by General Desirability

Degree of Desirability	Percentage	Number of Observations
Very Great	26%	879
High	40%	1,356
Moderate	21%	722
Some	6%	194
Little	3%	97
No Response	4%	118
Total	100%	3,366

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According to the panel, less than 10% of the social studies exercises have "Little" or "Some" value according to the NCSS Curriculum Guidelines. If one uses the first two categories ("High" and "Very Great") as the criteria for desirability, the panel judged about two-thirds of the NAEP exercises as falling in the area of general desirability. If one defines desirability as including the first three categories ("High," "Very Great," and "Moderate"), then approximately 87% of the test exercises, using the panel's interpretation of the NCSS Curriculum Guidelines, are desirable.

On the third task, an estimation on the level of performance nationally that the panel member would be satisfied with, the panel classified the social studies exercises as shown in Table 3. It would appear that the panel thought that many of the social studies exercises would be considered difficult for many students. In addition, the relationship of how the different age groups performed on the same or different test exercises merits important consideration, but was not part of the author's task.

Table 3. Summary of NAEP Exercises Classified by Level of Performance Nationally that Would Satisfy Panel

Satisfaction Level of Panel with Regard to Percentage of Students Obtaining Correct Response	Percentage	Number of Observations
Less than 20%	2%	79
Between 20 to 40%	3%	186
Between 41 to 60%	13%	673
Between 61 to 80%	34%	1,858
Greater than 80%	48%	2,611
Total	100%	5,407

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Summary

It should be emphasized strongly that the data presented in Tables 1, 2, and 3 are summary data, and therefore hide and gloss over many fine points in the individual test exercises. For example, on a single test exercise, the panel may have judged the item to be of little value in terms of desirability, but expected a large percentage of students to be able to answer the item correctly. On the other hand, the panel may have judged the exercise to have high value in terms of desirability, but would be satisfied if only a small percentage of students would be able to get the correct reponse. To make the best interpretation, it would be necessary to examine each exercise and the panel's rating of it. Again, individual examination of each test exercise fits in with NAEP's philosophy of looking at each test exercise rather than concentrating on summary data.

The reliability of the panel was calculated for each test item. Sometimes the panel was unanimous in their classification of an exercise while at other times, they spread their responses across every available category. Even with a training session, it should be remembered that the nine panel members are human

beings with different frames of reference. But the fact that the panel differed on some test exercises should be an extremely fruitful area for further investigation. For example, it would be of interest to see how the minority members of the panel rated the exercises as compared to the rest of the panel. Unfortunately, sufficient computer funds were not available for the author to perform these operations.

With these limitations kept in mind, it appears from the panel's ratings that the NAEP test exercises are closely related to the philosophy of the NCSS Curriculum Guidelines (with the exception of the category, Social Participation), possess some obvious degree of desirability according to the NCSS Curriculum Guidelines, and professionals would be satisfied if more than 61% of the students were able to get the correct response on most NAEP social studies exercises. However, it would seem very important that NAEP look very carefully at exercises that the panel judged to be of little value in terms of desirability. The investigator regrets that there was no available budget to pursue this area of investigation.

References

1. National Assessment of Education Progress. Social Studies Objectives. Ann Arbor, Michigan: NAEP, 1970.

2. The NCSS Task Force on Curriculum Guidelines (Gary Manson, Gerald Marker, Anna Ochoa, Jan Tucker). Social Studies Curriculum Guidelines. Social Education, 1971, 35, 853-969. Also reprinted as a separate booklet by the National Council for the Social Studies, 1971.

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A COMPARISON OF ACTUAL PERFORMANCE LEVELS WITH PANEL JUDGMENTS OF REALISTICALLY SATISFACTORY PERFORMANCE

Released Exercises		Nat'l Level of Acceptable Performance: Actual (Percent)				Realistically Satisfactory Performance Level: Panel (Percent)			
Exercise #	Exercise Description	Age 9	Age 13	Age 17	Adult	Age 9	Age 13	Age 17	Adult
I. Skills Area Exercises									
A. Obtaining information									
1. Raises questions and seeks answers related to a variety of issues.									
-- Shows interest in people with cultural differences.									
101012	Man from Peru	69	--	--	--	61-80	--	--	--
101022AB	Learn about people from other lands	83	84	--	--	61-80	61-80	--	--
101022CD	Unreleased "	77	82	--	--	41-60	61-80	--	--
101022EF	Unreleased "	74	71	--	--	41-60	61-80	--	--
-- Shows interest in areas of public interest.									
101021	Questioning citizens about their work	73	67	66	62	61-80	> 80	> 80	> 80
101020	Evaluating politicians/Raising appropriate questions	--	70	75	76	--	61-80	61-80	> 80
101002	Three problems of large cities, all parts	--	38	59	66	--	41-60	61-80	> 80
2. Identifies sources most suitable to solve a particular problem of find particular information.									
203002A	Spell a word/Dictionary	91	--	--	--	61-80	--	--	--
203002B	Unreleased	79	--	--	--	61-80	--	--	--
203002C	Unreleased	96	--	--	--	61-80	--	--	--
203002D	History of Mexico/Encyclopedia	76	--	--	--	61-80	--	--	--
203030A	Early settlement of state/Dictionary	68	--	--	--	61-80	--	--	--
203030B	Early settlement of state/Encyclopedia	80	--	--	--	61-80	--	--	--
203030C	Early settlement of state/Unreleased	74	--	--	--	61-80	--	--	--
203030D	Early settlement of state/Unreleased	82	--	--	--	61-80	--	--	--
203016	Lincoln's birth/Encyclopedia	68	--	--	--	61-80	--	--	--
203040	Information about arrowhead artifact	76	--	--	--	61-80	--	--	--
203038A	Event occurring in the last 24 hours/Unreleased	81	94	--	--	61-80	> 80	--	--
203038B	Event occurring in the last 24 hours/Unreleased	79	86	--	--	61-80	> 80		
203038C	Event occurring in the last 24 hours/Newspaper	87	98	--	--	> 80	> 80	--	--
203038D	Event occurring in the last 24 hours/Encyclopedia	89	98	--	--	> 80	> 80	--	--
203038E	Event occurring in the last 24 hours/TV	94	99	--	--	> 80	> 80	--	--
203038F	Event occurring in the last 24 hours/Unreleased	93	98	--	--	> 80	> 80	--	--

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Exercise #	Exercise Description	Nat'l Level of Acceptable Performance: Actual (Percent)				Realistically Satisfactory Performance Level: Panel (Percent)			
		Age 9	Age 13	Age 17	Adult	Age 9	Age 13	Age 17	Adult
204009	Immigration/Census	--	89	94	97	--	61-80	61-80	> 80
101020	Evaluating politicians/Where to get information	--	42	62	69	--	61-80	61-80	> 80
102001	Which smoking study read?	--	65	77	79	--	61-80	61-80	> 80
	3. Uses standard reference sources and aids to locate information.								
	-- Translates information found in table of contents.								
203036A	Fireman in city	36	--	--	--	61-80	--	--	--
203036D	Horses	73	--	--	--	61-80	--	--	--
	-- Translates information found in book index.								
203005A	Sabotage	--	82	--	--	61-80	--	--	--
203003A	Index, all three parts	--	45	70	67	--	61-80	61-80	> 80
	-- Translates information found on catatogue card.								
203006	Lincoln book	--	78	--	--	61-80	--	--	--
	B. Interpreting information.								
	1. Uses basic problem solving techniques of the social sciences to interpret information of various kinds.								
	-- Recognize when generalizations lack supporting evidence								
205013	Who is smarter?	64	--	--	--	61-80	--	--	--
205002	Not enough to eat in India	70	--	--	--	61-80	--	--	--
	-- Recognize generalizations that go beyond the information given.								
405012A	Declaration of Independence/Unreleased	--	93	95	96	--	> 80	61-80	> 80
405012B	Declaration of Independence/Unreleased	--	69	67	64	--	61-80	> 80	> 80
405012C	Declaration of Independence/Inalienable rights	--	75	80	78	--	61-80	> 80	> 80

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Exercise #	Exercise Description	Nat'l Level of Acceptable Performance: Actual (Percent)				Realistically Satisfactory Performance Level: Panel (Percent)			
		Age 9	Age 13	Age 17	Adult	Age 9	Age 13	Age 17	Adult
--	Distinguish relevant from irrelevant information.								
204020	Which sentence is true?	67	--	--	--	61-80	--	--	--
--	Distinguish reliable from unreliable sources.								
304003	Most precise statement in research study	--	--	31	39	--	--	61-80	61-80
--	Distinguish between objective and personalized explanations of events.								
304006	Which speaker?	--	78	91	89	--	61-80	> 80	> 80
--	Identify unstated assumptions in an argument.								
205010	Which is logical conclusion?	--	60	81	76	--	61-80	> 80	> 80
--	Identify and define problems and issues.								
201001	Speakers, war in Vietnam	--	--	75	79	--	--	61-80	61-80
--	Aware that some things can be proved and some things cannot be proved.								
304005B	Unreleased	76	96	98	95	61-80	> 80	> 80	> 80
304005C	Are Mexicans nicer than Canadians?	53	71	79	72	61-80	61-80	> 80	> 80
304005D	Is one religion better?	57	80	87	82	61-80	61-80	80	> 80
304005E	Unreleased	92	95	97	97	61-80	80	80	80
--	Reads graphs correctly.								
203029	Line graph/Highest average price of apples	--	89	96	91	--	61-80	> 80	> 80
--	Reads and interprets graphs, maps and tables correctly.								
203022	Bar graph/Money to improve roads	--	44	67	54	--	41-60	61-80	> 80
205012	Pictograph/Comparing the US and USSR	--	24	42	54	--	61-80	61-80	61-80
203025	Outline map and table/Latitude and longitude--place location	--	24	34	34	--	41-60	61-80	61-80

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Exercise #	Exercise Description	Nat'l Level of Acceptable Performance: Actual (Percent)				Realistically Satisfactory Performance Level: Panel (Percent)			
		Age 9	Age 13	Age 17	Adult	Age 9	Age 13	Age 17	Adult
3. Uses a variety of non-traditional sources of information.									
302012	Perceives social implications in pictorial art/ Mother and Child	81	95	97	97	41-60	61-80	61-80	> 80
302019	Political cartoon/Rich City	--	83	88	91	--	61-80	> 80	> 80
302014	Recording/Walk a Mile	--	33	43	--	--	61-80	> 80	--
302017	Recording/Carefully Taught	--	22	39	39	--	61-80	> 80	> 80
II. Knowledge Area Exercises									
A. Economics									
1. Understands some of the basic characteristics of economic systems that are common to all industrial societies.									
403017	Recognition of sales tax	83	--	--	--	61-80	--	--	--
403007	The relation of wages to prices	44	--	--	--	41-60	--	--	--
403021	Understanding credit purchases	89	--	--	--	61-80	--	--	--
403010	Difference between producer and consumer goods	--	57	81	79	--	61-80	61-80	> 80
405010A	Industrial society/Unreleased	--	66	60	52	--	61-80	> 80	> 80
405010B	Industrial society/Individual craftsmanship	--	41	66	53	--	41-60	61-80	61-80
405010C	Industrial society/ Rural to urban	--	67	78	83	--	61-80	61-80	61-80
405010D	Industrial society/Unreleased	--	20	30	28	--	41-60	41-60	41-60
403032	The meaning of monopoly	--	--	51	56	--	--	61-80	61-80
403031	The market system/Farm prices seek their own level	--	--	21	30	--	--	61-80	61-80
403011	The purpose of the Common Market	--	22	45	55	--	41-60	61-80	61-80
403001A	US and USSR similarities and differences/Natural resources	--	54	72	72	--	41-60	61-80	61-80
403001B	US and USSR similarities and differences/Unreleased	--	35	60	72	--	41-60	61-80	61-80
403001C	US and USSR similarities and differences/Unreleased	--	34	22	21	--	41-60	61-80	61-80
403001D	US and USSR similarities and differences/Government ownership and control	--	54	79	72	--	61-80	61-80	> 80
406001	Big business' effect on foreign nation	--	--	52	52	--	--	61-80	61-80
B. Geography									
1. Has knowledge of worldwide spatial distributions and interrelationship of the major features of man's physical and cultural environment.									

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Exercise #	Exercise Description	Nat'l Level of Acceptable Performance: Actual (Percent)				Realistically Satisfactory Performance Level: Panel (Percent)			
		Age 9	Age 13	Age 17	Adult	Age 9	Age 13	Age 17	Adult
404017	Location of Great Lakes	51	--	--	--	61-80	--	--	--
404018A	Location of major river/Amazon	57	--	--	--	41-60	--	--	--
404018B	Location of major river/Mississippi	80	--	--	--	61-80	--	--	--
404018C	Location of major river/Unreleased	61	--	--	--	61-80	--	--	--
404018D	Location of major river/Ohio	68	--	--	--	61-80	--	--	--
404018E	Location of major river/Unreleased	61	--	--	--	41-60	--	--	--
404021	State bordering Pacific Ocean/California	43	--	--	--	61-80	--	--	--
404022	State bordering Atlantic Ocean/New York	37	--	--	--	61-80	--	--	--
101012	Man from Peru	70	--	--	--	61-80	--	--	--
405031	Importance of water routes/Columbus	24	71	--	--	61-80	61-80	--	--
404029	Latitude and Longitude/Climate	--	30	34	22	--	41-60	61-80	61-80
203025	Latitude and longitude/Place location	--	24	34	34	--	41-60	61-80	61-80
403001A	US and USSR similarities and differences/ Natural resources	--	54	72	72	--	41-60	61-80	61-80
404012	Geographic determinism/Camel use on desert	89	--	--	--	41-60	--	--	--
404006	Map of rainfall zones	--	53	60	47	--	41-60	61-80	61-80
427001	Adaption to desert life	40	60	71	77				
404023	Effects of environmental modification/ Highway construction	47	75	82	85	41-60	61-80	> 80	> 80
405046	Interrelationship of cultural and physical environment/Tribalism and nationalism in Africa	--	--	50	37	--	--	61-80	61-80
	C. History								
	1. Understands some of the major developments in United States history.								
405006	Greatest influence on US/England	40	67	79	77	41-60	61-80	> 80	> 80
405040	American Revolution/Independence from England	45	--	--	--	61-80	--	--	--
405011	American Revolution/One reason	--	50	64	49	--	61-80	61-80	61-80
405012A	Declaration of Independence/Unreleased	--	93	95	96	--	61-80	> 80	> 80
405012B	Declaration of Independence/Unreleased	--	69	67	64	--	61-80	> 80	> 80
405012C	Declaration of Independence/Inalienable rights	--	75	80	78	--	61-80	> 80	> 80
405012D	Declaration of Independence/Right to govern,people	--	80	90	94	--	61-80	> 80	> 80
405041	Declaration of Independence/Main purpose	--	77	85	79	--	41-60	61-80	61-80
405028	First president of the US	83	--	--	--	61-80			
405014	Direct cause of WWI/Pearl Harbor	--	--	89	87	--	--	61-80	> 80

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Exercise #	Exercise Description	Nat'l Level of Acceptable Performance: Actual (Percent)				Realistically Satisfactory Performance Level: Goal (Percent)			
		Age 9	Age 13	Age 17	Adult	Age 9	Age 13	Age 17	Adult
101002	Three problems of large cities	--	38	59	66	--	41-60	61-80	> 80
405045A	Minority roles in the history and culture of America/American Indians, at least 2 names	6	18	35	41	61-80	61-80	61-80	61-80
405045B	Black Americans, at least 3 names	8	34	64	73	61-80	> 80	> 80	> 80
405045C	Oriental Americans, at least 2 names	0	0	1	4	41-60	61-80	61-80	61-80
405045D	Spanish-speaking Americans, at least 2 names	1	3	7	20	61-80	61-80	61-80	61-80
	2. Understands some of the major developments in world history.								
405031	Importance of water routes/Columbus	24	71	--	--	61-80	61-80	--	--
405005A	Sense of historical time/Unreleased	58	63	55	63	61-80	61-80	> 80	> 80
405005B	Sense of historical time/Unreleased	91	99	99	98	61-80	> 80	> 80	> 80
405005C	Sense of historical time/Printing press	49	57	54	61	61-80	61-80	> 80	> 80
405005D	Sense of historical time/Travel 50mph	83	87	85	91	61-80	61-80	> 80	> 80
405048A	Sense of historical time/Telegraph	79	97	98	96	61-80	61-80	> 80	> 80
405048B	Sense of historical time/Unreleased	20	35	46	39	41-60	61-80	61-80	> 80
405048C	Sense of historical time/Compass	63	75	75	66	61-80	61-80	> 80	> 80
405048D	Sense of historical time/Unreleased	86	96	96	93	61-80	61-80	> 80	> 80
405010A	Industrial society/Unreleased	--	66	60	52	--	61-80	> 80	> 80
405010B	Industrial society/Individual craftsmanship	--	41	66	53	--	41-60	61-80	61-80
405010C	Industrial society/Rural to urban	--	67	78	83	--	61-80	61-80	61-80
405010D	Industrial society/Unreleased	--	20	30	28	--	41-60	41-60	41-60
403001A	US and USSR similarities and differences/Natural resources	--	54	72	72	--	41-60	61-80	61-80
403001B	US and USSR similarities and differences	--	35	60	72	--	41-60	61-80	61-80
403001C	US and USSR similarities and differences/Unreleased	--	34	22	21	--	41-60	61-80	61-80
403001D	US and USSR similarities and differences/Government ownership and control	--	54	79	72	--	61-80	61-80	> 80
405035	Organization for world peace/UN	--	67	70	81	--	61-80	61-80	61-80
406009	Major goal of UN/Peace	47	77	92	89	41-60	61-80	61-80	61-80
403011	Purpose of the Common Market	--	22	45	55	--	41-60	61-80	61-80
405046	Cultural effects on physical environment/Tribalism and nationalism in Africa	--	--	30	37	--	--	61-80	61-80
406001	Big business'effect on foreign nation	--	--	52	52	--	--	61-80	61-80

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Exercise #	Exercise Development	Nat'l Level of Acceptable Performance: Actual (Percent)				Realistically Satisfactory Performance Level: Panel (Percent)			
		Age 9	Age 13	Age 17	Adult	Age 9	Age 13	Age 17	Adult
D. Political Science									
1. Knows some of the individuals and groups responsible for making government decisions.									
402008	The duties of the Health Department/Inspection	36	--	--	--	61-80	--	--	--
406010	Responsibility for a fair trial/Judge	74	--	--	--	61-80	--	--	--
406022	Head of town government/Mayor	58	--	--	--	41-60	--	--	--
401004	Academic most interested in government/Political scientist	--	50	72	74	--	41-60	61-80	61-80
406035A	Establish central branch of university/State	--	71	84	79	--	41-60	61-80	61-80
406035B	Raise mail rates/Federal	--	72	90	95	--	61-80	61-80	> 80
406035C	Lower tax on imports/Federal	--	73	89	92	--	61-80	> 80	> 80
406035D	Increase garbage collection/Local	77	63	84	78	--	61-80	> 80	> 80
2. Understands some of the rights and responsibilities granted in the Constitution.									
406006	Statement of civil rights/Constitution	--	63	84	78	--	61-80	> 80	> 80
406005	Supreme Court/Prayer in school decision	--	--	49	52	--	--	> 80	61-80
406019	Supreme Court/Power to declare act of Congress unconstitutional	--	35	71	62	--	61-80	> 80	61-80
3. Knows something about the election process and the role of political parties.									
406011	Elected and appointed officials/Senators	--	74	89	90	--	61-80	61-80	> 80
406012	The nomination of presidential candidates/ National Convention	--	17	49	60	--	61-80	61-80	61-80
406017A-E	Using a simple ballot/All five parts	--	--	41	44	--	--	> 80	> 80
101020 A	Evaluating politicians/Where to get information	--	42	62	69	--	41-60	61-80	> 80
4. Understands some of the processes involved in political socialization.									
201008	Cooperation in social situations	92	--	--	--	61-80	--	--	--
402006	Why society has rules and regulations	--	67	84	69	--	61-80	> 80	> 80

Exercise #	Exercise Description	Nat'l Level of Acceptable Performance: Actual (Percent)				Realistically Satisfactory Performance Level: Panel (Percent)			
		Age 9	Age 13	Age 17	Adult	Age 9	Age 13	Age 17	Adult
III.	Attitude Area Exercises								
A.	Rights of the First Amendment								
1.	Believes in the freedoms of the First Amendment and can justify that belief.								
502005	Making fun of religious differences	73	87	91	--	61-80	> 80	> 80	--
501009	Should young citizen write to a public official	--	58	80	73	--	61-80	> 80	> 80
502002	Public criticism of US troops abroad	--	--	81	82	--	--	> 80	> 80
502012	Religious freedom for elected officials	--	59	63	56	--	61-80	> 80	> 80
502010	Newspaper's right to criticize public official	--	41	66	71	--	> 80	> 80	> 80
502007	Right to assemble in public park	--	54	80	72	--	61-80	> 80	> 80
502016A	Freedom to picket rock festival	--	--	42	56	--	--	> 80	> 80
502016B	Freedom to picket police station	--	--	40	44	--	--	> 80	> 80
B.	The worth of the individual.								
1.	Believes people should be involved in decisions which affect their lives.								
506017A	Making decisions in school/Unreleased	87	--	--	--	> 80	--	--	--
506017B	Making decisions in school/Social Studies report	73	--	--	--	> 80	--	--	--
506017C	Making decisions in school/Unreleased	78	--	--	--	> 80	--	--	--
506017D	Making decisions in school/Project	78	--	--	--	> 80	--	--	--
506017E	Making decisions in school/Extra help	81	--	--	--	> 80	--	--	--
506013	Should teenagers decide on courses?	--	64	85	60	--	61-80	> 80	> 80
502014	Community control of neighborhood	--	--	80	63	--	--	> 80	> 80
2.	Is sensitive to the needs and feelings of others.								
103002	Explaining games	98	--	--	--	61-80	--	--	--
505011	Recess space	72	--	--	--	> 80	--	--	--
507002	Language difficulty	80	92	88	--	> 80	> 80	> 80	--
103001	Reasons for poverty	--	19	24	20	--	61-80	61-80	> 80
505009	Removing condigions of poverty	--	30	38	40	--	61-80	> 80	> 80

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Exercise #	Exercise Description	Nat'l Level of Acceptable Performance: Actual (Percent)				Realistically Satisfactory Performance Level: Panel (Percent)			
		Age 9	Age 13	Age 17	Adult	Age 9	Age 13	Age 17	Adult
	3. Respects the rights and views of others.								
501007	Religious observance	87	--	--	--	61-80	--	--	--
501017	Conformity to peer pressure	30	71	84	89	61-80	61-80	> 80	> 80
527006	Should race influence employment?	--	74	90	90	--	> 80	> 80	> 80
501011	Political obligation to minority groups	--	--	79	78	--	--	61-80	61-80
	4. Believes in the "Rule of Law" and can justify that belief.								
503010	Vandalism: Crime or Prank?	--	--	70	91	--	--	> 80	> 80

*Panel judgment categories used here are mean ratings.

+A released exercise on"Population determinant/Low birth and death rates" is omitted from this listing.

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